



*Director Toolkit: Decision Making
Data-Informed Decision Making*

Process for Reviewing and Analyzing the Florida VPK Assessment Data

VPK Assessment Period 3 (AP3) is administered within the last 30 calendar days of the end of a program. This information can be used to determine the progress children have made over time and if they are on target for *meeting or exceeding* learning outcomes. This assessment period is also the time to look at the children who are *below* expectations and begin discussions with the director and the families regarding what actions are needed to support the child in *meeting* expected learning outcomes.

In order to complete this exercise, you will need the following:

- Class Summary Chart (Continue with the chart used for AP1,2).
- Expected Norm Score Chart (Same as AP1).
- End of Program Survey.
- End of Program Team Meeting Video.

Complete the Classroom Summary Chart by entering the raw scores from the AP3 Response Booklets on the same class summary chart used for AP1 and AP2 results. It is easier to compare the outcomes from one assessment to the other by putting the scores on the same chart. In this way, all the measures across the class and across each measure for each child can be reviewed using one document. Calculate the expected norm scores.

Reviewing the classroom assessment results

It is important for directors and/or other designated staff meet with teachers to review the AP3 assessment data.

- What do you notice at first glance?
- What does this tell you?
- Which measure appears to have *more exceeding, meeting or below*?
- Which measure appears to be the area of strength for the classroom?
- Which measure is the area of greatest need?

How can the data inform instruction?

1. Hopefully most children are now *meeting or exceeding* expectations on all of the measures. This doesn't mean that instructors should let up on their instruction. It's important to continue practicing and reinforcing skills until the program has ended.
2. If a majority of the children are not *meeting or exceeding*, another review of the curriculum or intensity of instruction is suggested, especially if some children went from *meeting to below* expectations on a particular measure.

Looker closer at each child

1. Did a child go from scoring below expectations in all areas on the mid-year data to *meeting or exceeding*? What could account for this? Some children are "late bloomers" and mature at different rates. This could also have been a child that was identified during the mid-year assessment and the targeted instruction was successful.
2. Is there a child scoring below expectations in all areas? One option would be to meet with the family and provide suggestions for how they can help over the summer. Provide fun and engaging ideas for them to do with their child.
3. Were there children who improved after receiving targeted small group instruction? Great – the targeted instruction worked! However, it's important to continue monitoring these children and provide additional activities for them to practice. In the time that remains, it's important to keep instruction planned and purposeful so children can maintain their gains.

Planning for Instruction

- The last few weeks of a program can make a difference especially for those children who have just made the cutoff for *meeting or exceeding* expectations in any area. Remember, you don't want them falling behind so it's important to continue targeted instruction. This can be done with fun games and activities to reinforce important skill areas in print knowledge, phonological awareness, mathematics and oral language/vocabulary.
- Children who have exceeded expectations can benefit from fun and engaging projects to keep them motivated and continue their confidence in important skill areas.
- By maintaining a strong program at the end of the year you will provide children with an extra boost that can maintain their skills through the summer so they can be successful as they begin their kindergarten program.
- Communicate with families. If possible, schedule an end of year conference to celebrate each child's accomplishments. Remember, it's not just about the numbers or assessment results. Effective educators know that children grow and learn in so many ways during their preschool year. Be sure to share many of the positive memories that you have about the child with their family.

End of the Year Survey

The purpose of this survey is to help teachers think about their experience in administering the VPK Assessment throughout the year. The survey asks instructors to name three goals that they would like to work on to grow their practice based on what they may have learned from the VPK assessment data. It is suggested that directors provide the survey to their staff then meet and discuss the information. The survey and End of Program Team Meeting video is available to download and review as part of this toolkit.

Reflecting on Your Practice

Effective instructors will think about their practice throughout the program to ensure that the best possible learning environment and experiences for children are in place. At the end of a program it's time to take a closer look at the curriculum, learning environment, and instructional practices in order to plan for professional improvement.

1. Review your curriculum or planning guide to determine if there are adjustments needed. Are there some skills you would focus on sooner next year or is more practice needed in some areas? Would you add a different theme during the year that would be more beneficial in supporting particular skill areas? Or maybe, extend a theme that the children loved?
2. Inventory your classroom. Do you have plenty of materials for the favorite play areas like blocks, dramatic play, math area, book corner or creative arts? What are one or two new things you would like to add to your learning environment?
3. Growing your practice can be as simple as reading articles from the internet in the areas you would like to improve. See the *Resources to Share* section of the Director's Toolkit for suggested links. Professional development opportunities are also offered in the *Professional Learning Modules* section of the Director Toolkit.
4. Whether you are a new instructor or an experienced educator, it is fun to interact with other instructors both formally and informally to hear about their practices. Think about ways you can join your peers for both casual and structured conversation about early learning. It's also helpful if instructors can plan and prepare units together and share materials.